

PURPOSE AND OUTCOMES STATEMENT

State Board of Education Statewide Task Force on Accelerated Learning and Preparation for Post-Secondary Education

- Goal One:** To increase the number of students prepared for and attending post-secondary institutions.
- Goal Two:** To increase opportunities for and involvement in accelerated learning programs (including AP, dual enrollment, concurrent enrollment and International Baccalaureate programs, as appropriate).
- Goal Three:** To increase academic engagement by senior level students through a relevant and rigorous curriculum.
- Goal Four:** To carefully examine the benefits and issues associated with increasing high school core-credit and middle school curriculum requirements

Desired Outcomes:

- Provide recommendations as to appropriate core curriculum requirements for high school students
- Increase the number of middle school students who are prepared for high school core curriculum requirements
- More fully engage senior level students in academic endeavors during their final year of high school
- Improve student preparation for post-secondary education
- Increase the percentage of Idaho students attending post-secondary institutions
- Increase the opportunities available and increase the involvement of students in accelerated learning programs
- Develop policies to standardize dual enrollment procedures among institutions
- Improve student access to information about career opportunities, college admissions, and scholarships
- Improve the success rate for college freshmen

The task force will accomplish the following:

1. Research educational trends including states which have increased high school graduation core-credit requirements and determine expected and unexpected outcomes;
2. Assess state middle school and high school core-credit and curriculum requirements to identify appropriate changes;
3. Evaluate the degree of alignment between the middle and high school curriculum;
4. Determine optimum middle school curriculum to ensure students are prepared to achieve high school core requirements;
5. Evaluate disparate impacts of increasing core-credit requirements on varying student populations and districts throughout the state;
6. Assess state high school graduation core-credit requirements and college entrance requirements for compatibility;
7. Assess and evaluate factors in Idaho leading to low percentage of high school graduates attending post-secondary institutions – if culturally based, evaluate and develop proposals to change the culture positively;
8. Research national trends on accelerated learning/dual enrollment and examine best practices for preparing high school students for post-secondary education— discuss innovative methods to enhance such preparation;
9. Clearly define accelerated learning terms for consistency among public and higher education – including AP, dual enrollment versus concurrent enrollment, tech-prep courses;
10. Examine accelerated learning programs across the state – including number of students, course offerings, and accessibility by rural students;
11. Evaluate and determine best process to increase opportunities for Idaho students to access AP, dual enrollment, concurrent enrollment and International Baccalaureate programs;
12. Review current opportunities for accelerated learning utilizing on-line coursework for high school students;
13. Develop a set of common operating procedures for dual enrollment programs; throughout the state to ensure maximum credit transferability among schools/institutions;
14. Identify innovative strategies to improve access to career information to plan for postsecondary, to increase the number of students who apply for and enter college and receive scholarships;
15. Examine best practices and develop innovative methods for increasing the percentage of students attending post-secondary institutions – evaluation should include but not limited to: increasing core-credit requirements, including college entrance exams in high school assessment process, increasing institutional contact through accelerated learning or other means, increasing counseling assistance, increasing senior level activity and learning, and increasing access to community college or professional technical programs.

Deliverables:

Provide to the State Board of Education recommended actions and policies necessary to achieve each of the goals and outcomes set forth above.